

Policy Title:	Geography Policy	
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Author & Role	Alice Curry (Teacher)	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell <i>W. Blundell</i>	M Maher <i>M. Maher</i>
Date of signature:	11/06/2019	11/06/2019
Outcome:	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of Geography. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.	
Cross Reference:	Equality Marking and Feedback English Maths History ICT	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Geography Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of Geography. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

Aims

Geography is a foundation subject with the National Curriculum. The aims of the subject are:

- To develop pupils' skills in geography
- To help pupils develop geographical knowledge and understanding about places and themes
- To introduce pupils to geographical enquiry
- To help pupils develop a sense of identity, through learning about the UK and its relationship with other countries.

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory guidance. In order to achieve these aims, Geography is taught throughout KS1/2/3 on a modular basis. Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with real experiences, educational visits and other planned experiences as appropriate. Subject planning and evaluation is at a class level with a co-ordinator for the whole school.

Differentiation

Our pupils carry statements of special educational need and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Wherever it is in their best interest, work will be individualised and may be delivered out of Key Stage if this is deemed necessary.

Geography will be delivered in an interesting and stimulating way making use of commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers etc. to maintain the pupil's attention and reinforce learning. Geography will be delivered by the class teacher and supported by their class teaching assistant. This should be taught as part of an integrated theme curriculum but emphasising the skills required.

Planning

Curriculum planning is half-termly and forms part of the CCS (Cross Curricular Studies) medium term plans. It is used to set clear, achievable goals matched to pupil's own abilities and our assessment tool of BSquared, as well as ensuring progression, continuity and subject coverage throughout the school. All planning should include AFL, PLTs, SMCS, and ECM. Planning is the responsibility of the teacher and plans are available to the head teacher via the staff drive.

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by AFL and teacher observation is carried out and recorded on B².

All evidence of pupil's progress is kept as a record. Within both the primary and secondary department teachers use the app Evidence for Learning to evidence pieces of work. This provides pictorial evidence as well as a teacher comment. Teachers and teaching assistants provide children with their next steps as well as comments on progress towards meeting their objectives.

Scheme of Work

The scheme of work can be found on the school drive under Geography. It has been written according to the National Curriculum and shows all skills required and a range of topics which can be interlinked to themes throughout the year.

Cross curricular links

English – Reading and writing skills are essential for undertaking geographical enquiry, making notes, records, following instructions, interviewing people about the country they live in and evaluating comparing and contrasting sources available. In addition, good oral communication skills can be practised when the children collaborate on visits.

Maths – Pupils apply their maths skills when analysing maps, for example reading co-ordinates in order to find something on a map.

ICT – The use of ICT can help pupils learning in Geography, providing access to a great deal of information. Geographical understanding can be enhanced when using CD-Roms to research a significant place, or lifestyle from the past. Pupils can also access online maps. Databases can be used to create charts for analysis whereby patterns can be identified within the results. In addition, pupils can access websites of geographical sites around the world.

History – There are close links between the two subjects. An investigation of how an aspect of the local area has changed over long periods of time, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History they will use and develop their mapping skills to discover the location of places.

Religious Education/PSHE – Pupils will learn an understanding of the different religions that are practiced in different countries around the world.

Spiritual, Moral, Social, and Cultural Development in Geography

Geography promotes the following:

Spiritual development – through helping pupils recognise the diversity of the world. A geographical awareness helps children understand their place in the world. As they look at geography in a variety of ways, including cultural and religious aspects, they should develop an appreciation of the impact spirituality has on the world.

Moral Development – pupils will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Social development – Activities in Geography include pair work, group work, role-play, geographical games, foster good social behaviour and self-discipline. All of these examples help pupils to develop their social skills.

Cultural development – Through its study of real people in real places, Geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, why it is like that, and contrast where they live with more distant localities, in this country and abroad.

Approaches to teaching

There are several ways in which teaching Geography can be made interesting for the pupils and as a subject Geography offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A Variety of approaches will be used to cater for differing learning styles (visual, auditory, and kinaesthetic as well as the individual learning needs of our pupils).

- Story
- Timeline
- Individual/group/class projects
- Classroom displays
- Artwork/model making/craftwork
- Map work
- Use of photos and other resources
- Educational visits
- Problem solving

Subject specialist role

The Subject Specialist role involves general oversight (monitoring and evaluating) of the subject through school. She will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. She will develop the Policy and program of study in consultation with the headteacher/staff/governors and recommend INSET as

appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of Geography. The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

Resources

Resources are kept in the resources room and should be used and replaced accordingly. It is the responsibility of the co-ordinator and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

INSET

INSET needs for Geography will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the co-ordinator through the Senior Management Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Health and Safety

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of Evolve for any activity off the school premises.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible

Astley Park School